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ABSTRACT

A global approach to the world's problems is presented, viewing social, cultural, scientific, and humanistic questions as factors in a world that is a single interacting system. It is noted that the basic needs of the third world, which represents nearly half of the world's population, have not been met. A discussion on this topic addresses the issues of overpopulation, diminishing food supplies, declining natural resources, and unemployment that are current in Africa, Asia, and Latin America. It is pointed out that there is a pressing need for global education to prepare youth to solve the world-wide problems that will be urgent before the end of this century. Global education is an effort to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. Twelve United States institutions of higher education that offer global and international education are listed. These universities include global education in their teacher training programs. Eight organizations offering inservice programs in global education are also identified. In addition, partial lists are provided of institutions offering studies on Africa, Asia, Latin America, and the Middle East. (JD)

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PROACTIVE STUDENTS IN GLOBAL EDUCATION

Understanding the Third World: A Moving Force in Our Lives

THE TEACHER

Richard Oakes Peters
Ed.D.

GLOBAL HORIZONS

January 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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ABOUT THE AUTHOR

Richard Oakes Peters received his Bachelor of Science in Education (Social Studies Education) and Master of Education (Administration) degrees from The University of Maine (Orono); pursued doctoral studies in Social Studies Education at The Florida State University (Tallahassee); and was granted the Doctor of Education degree in Curriculum from The University of Rochester (NY).

Dr. Peters has been a classroom teacher of the social studies (grades 5-12); an ESEA Title III project curriculum researcher responsible for community studies program development (grades 7-9); a grades 9-12 social studies department chairperson; a K-12 social studies curriculum coordinator; and director/administrator of an NIE funded Experimental Schools (ES) project re K-12 environmental education program development.

Dr. Peters has been published by The Journal of Geography, Social Education, The Environmental Education Report, The Social Studies Teacher, and by the ERIC system in the fields of environmental education and global studies. In 1976, the National Council for the Social Studies (NCSS) published " How To Teach About Human Beings and Their Environment " as part of the How To Do It Series for classroom teachers and supervisors.

Dr. Peters has developed and taught Man and His Environment, The Student Environmental Awareness (SEA) Program, People In Their Environments, and HELP: Humans and Environmental Learning Program .

In July 1981, Dr. Peters founded GLOBAL HORIZONS: The Center for Applied Ecosocial Studies. "GH" has as its primary goal the development/delivery/evaluation of elementary and secondary level global studies programs.

DEFINITION

Because economic and political differences exist among the nations of the world, these differences provide a basis for dividing the world into three parts:

FIRST WORLD: the industrialized and economically developed nations of western Europe, Australia, the United States, and Canada.

SECOND WORLD: communist nations of eastern Europe and Asia.

THIRD WORLD: developing nations of Africa, South America, and Asia.

Those THIRD WORLD nations with natural resources, e.g., copper, gold, oil, and zinc, can use these resources to obtain money (or foreign aid in exchange for resources) for national development. Other THIRD WORLD nations which do not possess natural resources lack a basis for generating money or obtaining aid.

BACKGROUND

Over the course of the past fifteen to twenty years, several attempts have been made by THIRD WORLD nations to equalize the distribution of wealth among all the nations of the world.

1964 At the United Nations Conference on Trade and Development proposals for change in trade and production rules, higher prices for resources, and more foreign aid were generated by THIRD WORLD nations. These proposals were not adopted by the United Nations organization.

1975 Following the world oil crisis (1973) the United Nations adopted a plan to:

a) establish new international agencies for economic security, energy, and technical exchange among nations.

b) stockpile food, improve trade agreements, and to provide more capital for lending purposes.

1975 Third World Conference on the Law of the Sea; international concerns for the management and sharing of the wealth of the world's oceans.

a) the FIRST and SECOND WORLD nations promoted the concept of 'freedom of the seas' .

b) THIRD WORLD nations contended that the 'freedom of the seas' concept gives unfair advantage to developed nations.

Areas of the ocean beyond 200 miles of shore hold the most significant untapped source of hard minerals known to the world. Who will exploit these minerals and who will reap the benefits? Will it be state-owned enterprises and private companies of the industrialized countries? An international monopoly working primarily for less-developed countries, or a combination?[1]

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1 " World Law of the Oceans," Great Decisions '79. Foreign Policy Association, 1979. Pg. 64.

1981 International meeting on global development at Cancun, Mexico. Twenty-two nations met to discuss ways wealthy nations could systematically increase their direct aid to poorer countries. The United States, represented by President Ronald Reagan, promoted the policy of trade - not aid while other developed nations, as well as the THIRD WORLD nations, called for a series of 'global negotiation' talks. These negotiations would hopefully establish a North-South dialogue; a euphemism for improving relations between industrial and developing nations.

CONTEMPORARY ISSUES

I) Population. A number of studies have indicated the nature of the impact of population growth on global resources, the global environment, and global development. "During the present century we (have not) provided for the basic needs of nearly half of the world's population. While imbalances created by poverty, malnutrition or ill-health persist, the social tensions arising out of population pressures will permeate every aspect of the quality of life on earth."[2] The resolutions of the 1974 World Population Conference in Bucharest stated that couples have the right to determine their family size and that governments have the responsibility to provide couples with the information and means to make such decisions.

AFRICA. Most of the African countries are undergoing tremendous changes in social structure and in economic organization. High fertility rates are the general rule in most

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2 Rafael M. Salas, The State of World Population 1981. United Nations Fund for Population Activities. Pg. 1.

countries of Africa due to the prevalance of high levels of infant and general mortality rates. In many African countries crude death rates exceed 20 per 1000 population and the highest death rates anywhere in the world are found in this region.

ASIA. Even though mortality rates have declined considerably everywhere in the region during the recent past, in the years to come Asia's population will continue to constitute nearly sixty percent of the global population. While high fertility levels are found in the Pakistan/Turkey region, the lowest birth rate is in the East Asian region including China.

LATIN AMERICA. Mortality rates almost everywhere in Latin America are among the lowest in the world among the less-developed nations. Today, for example, Paraguay's population is estimated at 3.3 million. The birth rate has declined very slowly and a faster decline in the death rate due to improving life expectancy has caused the rate of population growth to increase from about 2 percent in the early 1950s to about 2.6 percent today.[3]

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[3] Population Reference Bureau, Inc., INTERCOM: The International Population News Magazine , Volume 9 Number 7, July 1981. Pg. 14.

Countries such as Argentina, Chile, and Uruguay have the lowest birth rates in the Temperate zone. Mexico, Panama, and Guyana may be poised for declines in the birth rate in the Middle America and the Tropical South American regions.

II) Food Supplies. In October 1981 the Worldwatch Institute warned that runaway population growth and the wasteful consumption/misuse of available food supplies must be checked or the world might face catastrophic shortages in food and vital commodities.[4]

By 1960 (when world population zoomed past the 3 billion mark) three life-sustaining natural systems; forests, grazing land, and fisheries, had been overexploited. In 1982, the world's cropland is in jeopardy from erosion, desertification, and rising salinity. By the year 2000 there will be over two billion more people (than there are today) with two main characteristics: they will be hungry and they will be unemployed. They will need to be fed but will be unable to buy consumable goods.[5]

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[4] Edward Roby, United Press International, October 1981.

[5] " Who Will Feed The Hungry?" , POPLINE: World Population News Service. October 1981. Pg. 4.

Lester Brown, Worldwatch Institute, predicts a period of very substantial stress, worldwide; first erosion deforestation, and energy shortages -- then economic, social and political turmoil. Writing in "Building A Sustainable Society", Brown states that it will not be possible to support a world population of 6 billion people, at acceptable consumption levels, without widespread rationing, more careful management of biological systems, stringent conservation measures, materials recycling programs, and a more equitable distribution of vital resources both within and among societies.

As recently reported by the Food and Agriculture Organization (FAO) of the United Nations:

a) In the last few years, the rate of growth in world food production has declined. It grew by less than 1 percent in 1979 and by only .3 percent in 1980. These percentages of growth were far below global population increases for the same period of time.

b) Food price inflation in developing countries is rising dramatically.

c) World production of food fish showed no increase in 1979, confirming a slowdown over the previous five years.

The World Food Programme (WFP) has recently provided emergency food supplies to China, Salvador, Honduras, Nicaragua, and Costa Rica as well as approving $211 million in food aid for 13 countries.

The FAO reports that Africa's immediate food problems are severe. Droughts, large numbers of refugees, and the slow arrival of imports and food aid continue to keep millions of people on the edge of hunger.

"While the fear of an immediate new 'world food crisis' appears to be ebbing, the world demand for cereals will rise again (in 1982) because of increased consumption and the need to replenish stocks. Despite higher forecasts for production, grain carry over stocks at the end of the 1981-1982 crop year will still remain depressed at about 14 percent of world consumption."[6]

Most of the increase in food production (1970-2000) will come from more intensive use of yield-enhancing, energy-intensive inputs and technologies such as fertilizer, pesticides, herbicides, and irrigation. Land use cultivation is projected

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6 INTERCOM. July 1981. Pg. 15.

to increase only 4 percent by 2000 because most good land is already being cultivated. Because of tightening land constraint, food production is not likely to increase fast enough to meet rising demands.[7]

III) Refugees. In 1981 approximately 10 to 12 million refugees were to be found throughout the world. These refugees are people who have been forced to flee their country of origin and who are living in the internment camps in some other country.

a) In Spring 1980 approximately 125,000 Cuban boat people came to the United States in the 'freedom flotilla' migration.

b) 180,000 to 200,000 refugees from El Salvador now live in other Central American countries.

c) Pakistan is presently the 'home' to approximately 2 million refugees from Afghanistan.

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7 The Council on Environmental Quality, The Global 2000 Report to the President. 1981 Pg. 16.

d) Africa has about half the refugees in the world; from 4 to 6 million.

e) In Asia, approximately 167,000 Indochinese boat people are living in resettlement camps.

The volume of international migration, including refugee flows, has accelerated not only within Latin America itself but from the region to the United States and elsewhere. In 1974 it was estimated that within South America alone nearly 3 million Latin Americans resided outside of their countries of birth. That figure may have doubled by 1979! When adding Caribbean and Central American origin migrants, the total number of Latin American and Caribbean emigrants, residing both within the region and the developed world, may reach 10-12 million people.

IV) Natural Resources. Fish is an important component of the world's diet and has sometimes been put forth as a possible partial solution to world food shortages. Unfortunately, the world harvest of fish is expected to rise little, if at all, by the year 2000. Harvests of traditional fisheries are not likely to increase on a sustained basis, and to maintain them will take good management and improved protection of the marine environment. In short, the oceans which were once heralded as

the world's major new source of food are already overfished and polluted.

By 2000, both forest cover and growing stocks of commercial-size wood in the less-developed regions of the world, e.g., Latin America, Africa, and Asia, may decline 40 percent. Deforestation is projected to continue until about 2000. Most of the loss will occur in the tropical forests of the developing world.

Regional water shortages and the deterioration of water quality are likely to become worse by 2000. Population growth will cause demands for water at least to double relative to 1971 in nearly half the countries of the world. Much of the increased demand for water will be in the less-developed countries of Africa, South America, South Asia, and the Middle East. In the industrialized countries (such as the United States) competition among different uses of water, e.g., crop production, increasing power generation, industrial output, will aggravate water shortages in many regions.

Perhaps the most serious environmental development will be an accelerating deterioration and loss of the resources

essential for agriculture; soil erosion, loss of nutrients and compaction of soils, increasing salinization of irrigated land and water used for irrigation, loss of high-quality crop land to urban development, crop damage due to increasing air and water pollution, and more severe regional water shortages. Deterioration of soil is occurring rapidly in less-developed countries -- with the spread of desert-like conditions in drier regions and heavy erosion in more humid areas.

The world faces an urgent problem of loss of plant and animal genetic resources. By 2000, it is estimated that between 15 to 20 percent of all species on earth could be extinguished, mainly because of loss of wild habitat and pollution. One-half to two-thirds of the extinctions projected to occur by 2000 will result from the clearing or degradation of tropical forests.

V) Unemployment. By the end of the 20th Century the total world labor force is expected to grow by a billion people, with eight out of every nine new job seekers living in developing countries. Unemployment resulting from the shortage of jobs and working for subsistence wages are the real unemployment problems facing developing nations.

Underdeveloped nations should create employment programs which emphasize basic needs of the people. National development programs should embrace policies which directly affect the level of living of the poorest as well as those which promote industrial growth. Rapid population growth in less-developed countries almost dictates that any development policy contain a rural employment and basic needs component. With a growing labor force, policies in less-developed countries will need to be created to develop rural areas along with the urban areas and provide ample opportunities for productive work for those who need and want to work.

THE ROLE OF GLOBAL EDUCATION IN THE CURRICULUM

According to David C. King, Senior Editor, Global Perspectives in Education, Inc., young people need training to cope with the complexities of global interdependence.[8]

Technological advances, increased trade, tourism and cultural exchanges, environmental concerns, competition for markets and scarce resources, and the continuing arms race are drawing nations and peoples into increasingly complex relationships. Increased human interactions across national and continental boundries increase the potential for both cooperation and conflict.[9]

Global education is an effort to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence.

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8 David C. King, "Global Education," ASCD Curriculum Update, October 1980. Pg. 1.

9 National Council for the Social Studies. 1981.

The growing interrelatedness of life on earth has increased the need for citizens to possess the knowledge and sensitivity required to comprehend the global dimensions of political, economic, and cultural phenomena.

The THIRD WORLD is emerging upon the world scene: its numbers are large, its natural resources vital to the well-being of all the world's people and nations, and its economic/political influence in world affairs is growing. Global education studies provide the opportunity for our youth to gain exposure to diverse cultures, to better understand the 'problems' faced by the less-developed countries, and to begin the critical thinking process needed in order to formulate solutions to these problems. Global education can help students become proactive action change agents in tomorrow's world.

TEACHER TRAINING IN GLOBAL EDUCATION

In order to develop and implement a global studies program in the elementary and/or secondary school curriculum, and to promote the development of proactive action students, classroom teachers (as well as teacher trainees) must be exposed to global education programs and trained in global studies infusion into existing curricula.

Pre-Service Trainees. For those interested in pursuing global studies education training there are several programs worthy of noting.

Center for Global Studies
INDIANA UNIVERSITY
Bloomington, Indiana 47405

Center for International Education
FLORIDA INTERNATIONAL UNIVERSITY
Miami, Florida 33199

Center for Teaching International Relations
UNIVERSITY OF DENVER
Denver, Colorado 80208

East Asian Study Center
INDIANA UNIVERSITY
Bloomington, Indiana 47405

Future Studies Program
UNIVERSITY OF MASSACHUSETTS
Amherst, Massachusetts 01002

Future Studies Program
WITTENBERG UNIVERSITY
Springfield, Ohio 45501

Global Education Program
UNIVERSITY OF GEORGIA
Athens, Georgia 30602

Global Studies Center
MICHIGAN STATE UNIVERSITY
East Lansing, Michigan 48824

Program In Futures Studies
UNIVERSITY OF HAWAII
Honolulu, Hawaii 96822

Studies of the Future
INTERNATIONAL GRADUATE SCHOOL OF EDUCATION
Parker, Colorado 80134

The Futures Planning, Forecasting and Assessment Program
FAIRLEIGH DICKINSON UNIVERSITY
Madison, New Jersey 07940

World Studies Center at Eisenhower College
ROCHESTER INSTITUTE OF TECHNOLOGY
Seneca Falls, New York 13148

In-Service Educators. In addition to enrollment in degree oriented global studies programs, experienced educators can also become involved in workshops, mini courses, independent study, travel,and develop an acquaintance with several organizations in the field.

Individuals and school systems can contact the following:

Center for Environmental Education
1925 K Street, NW
Washington, DC 20006

Global Education Associates
552 Park Avenue
East Orange, New Jersey 07017

Institute for Intercultural Learning
13016 Greenwood Avenue, North
Seattle, Washington 98133

Lisle Fellowship Center for Intercultural Studies
ROCKLAND COMMUNITY COLLEGE
Suffern, New York 10033

National Council for the Social Studies
3615 Wisconsin Avenue, NW
Washington, DC 20016

The Alliance for Environmental Education
1619 Massachusetts Avenue, NW
Washington, DC 20036

United Nations Association of the USA
300 East 42nd Street
New York, New York 10017

World Affairs Council of Boston
22 Batterymarch Street
Boston, Massachusetts 02109

In addition to support for the infusion of global education into social studies curricula by the National Council for the Social Studies (NCSS), The Report of the President's Commission on Foreign Language and International Studies (1979) commented positively on global studies program development. As a result of Report comments, the U.S. Office of Education awarded grants for elementary and secondary school programs with the first funding available under NDEA Title VI, Section 603.

In 1981 there existed 85 foreign language and area centers supported by federal funds in the United States. The world regions these centers study include Africa, Asia, Latin America, Eastern Europe and the Soviet Union, the Middle East, and Canada. Some of the centers focus on issues of international scope rather than on geographical areas. Many centers have active outreach programs in elementary and secondary education.[10] Many centers specialize

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10 Marylee Wiley, "Tapping Title VI Treasures," Global Perspectives, Fall 1981. Pg. 1.

in art, music, and foreign languages.

Programs vary in scope and size. Some outreach centers limit their activities to coordinating the use of university resources in the community. Other centers have full-time staffs to develop curriculum materials and to conduct in-service and preservice training programs.

AFRICA (partial list)

Africa in the School and Community
BOSTON UNIVERSITY
125 Bay State Road
Boston, Massachusetts 02215

African Education Project
STANFORD UNIVERSITY
200 Lou Henry Hoover Building
Stanford, California 94305

African Studies Program Outreach
INDIANA UNIVERSITY
Woodburn Hall
Bloomington, Indiana 47405

Center for African Studies - Outreach Program
UNIVERSITY OF FLORIDA
Grinter Hall
Gainsville, Florida 32601

ASIA (partial list)

Center for East Asian Studies
UNIVERSITY OF KANSAS
Lawrence, Kansas 66502

Center for South and Southeast Asian Studies
UNIVERSITY OF CALIFORNIA, Berkeley
Berkeley, California 94720

East Asian Curriculum Project
COLUMBIA UNIVERSITY
East Asian Institute
420 West 118 Street
New York, New York 10027

East Asian Studies Center
UNIVERSITY OF ARIZONA
Tucson, Arizona 85721

Project on East Asian Studies in Education (PEASE)
UNIVERSITY OF MICHIGAN
108 Lane Hall
Ann Arbor, Michigan 48109

LATIN AMERICA (partial list)

Center for Latin American Studies
TULANE UNIVERSITY
New Orleans, Louisiana 70118

Center for Latin American Studies
UNIVERSITY OF PITTSBURGH
Pittsburgh, Pennsylvania 15620

Institute of Latin American Studies
UNIVERSITY OF TEXAS
Austin, Texas 78712

UCLA Latin American Center
UNIVERSITY OF CALIFORNIA, Los Angeles
10343 Bunche
Los Angeles, California 90024

MIDDLE EAST (partial list)

Harvard Center for Middle Eastern Studies
HARVARD UNIVERSITY
1737 Cambridge Street
Cambridge, Massachusetts 02138

Middle East Center
Building 413
UNIVERSITY OF UTAH
Salt Lake City, Utah 84112

Middle East Studies
UNIVERSITY OF PENNSYLVANIA
Philadelphia, Pennsylvania 19174

Middle East Studies Center
UNIVERSITY OF TEXAS - Austin
Austin, Texas 78712

For an updated list of National Resource Centers; Foreign Language and Area Centers, write to:

Centers and Fellowships Branch
Office of International Education
Department of Education
Washington, DC 20202

REMARKS

WE live in a fast-paced, ever-changing world and are never certain when and where the next global crisis will arise.

Humans need not only to develop a global awareness but must also possess the ability to think critically, to choose courses-of-action, and then to act in proactive ways.

Proactive action individuals are characterized by their ability not only to reason but also by their ability (and courage) to act in such ways that something good/something positive happens. As a result of proactive action, some problem is solved and people/things benefit. The world becomes a better place because of proactive action(s).

Students can learn to become proactive action individuals. Through awareness, exposure, and the application of learned knowledge and skills, students can successfully confront issues/problems and develop the ability to solve threatening situations.

Teachers can also become proactive action individuals. With their enrollment in pre-service, global studies-oriented training programs or through their in-service training program as well as involvement with training workshops, fellowship travel programs, independent study, enrollment in mini courses, etc., teachers

can gain awareness/exposure and can enrich critical thinking and decision making skills.

As William Shakespeare once said, the world is but a stage and we are all but players upon it. WE, the world's human population, must learn our roles well and must be capable of caring not only for ourselves, but for our total kind and for nature.

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